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ABSTRACT

The Bay Area Bilingual Education League (BABEL) is a five-district consortium joining forces to confront the need for bilingual education. It encompasses pre-kindergarten through high school. The program incorporates teacher and instructional assistant training ranging from teaching techniques and methodology to cultural awareness. All of the teaching participants are bilingual; either Spanish/English or Chinese/English. The Career Lattice Program provides career opportunities for bilingual individuals with zero years of college and extends to a highly sophisticated, skilled doctorate program. This report details the recruitment and selection of personnel; the career lattice program; college training/education of participants; and auxiliary training in areas such as counseling, audit/evaluation: methodology; inservice training, teacher supervision, and a bilingual Ph.D. program. (JMF)

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B.A.B.E.L.

CAREER LATTICE PROGRAM

By Julia Nieto

HIGHER EDUCATION COORDINATOR

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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BERKELEY DALY CITY OAKLAND RICHMOND

Dr. William Smith
Bureau of Education Personnel Development
Office of Health, Education, and Welfare

ACKNOWLEDGMENTS

¿Qué será de mi vida? ¿Qué será? What will become of my life, oh yes, what will become of my life? Millions of non-English speaking youngsters and adults have asked and continue to share concern about their fortune in a society that has traditionally shawned upon people who cannot speak English. Thanks to the efforts of many people in the federal and state governments, some of these concerns can now be answered positively. There are those who are doing something to alleviate this problem. Whether this be through passing legislation for bilingual/bicultural education or through funding agencies addressing themselves to the special needs of Chicanos, Latinos, Puerto Rican, Cuban, Chinese, or other non-English speaking people.

Necessarily, there must be many that go unnamed in this document. This certainly is not intentional, rather, the large numbers of concerned people who have contributed to this cause must necessarily go unmentioned due to the limitation of space. For those who recognize their efforts, mil gracias por todo.

Special gratitude is expressed to Dr. William Smith, Director of the Bureau of Education Personnel Development, Office of Health, Education, and Welfare, who saw a need and did not hesitate to meet that challenge head on. We cannot thank you enough. To Dr. Smith's staff: Robert Mulligan, Allan Prownsword, Donald Tuttle, and the many other members--what can we say, other than our communities are indebted to you.

To Commissioner Sidney Marland, Commissioner of Education in Washington, D.C., we express "un abrazo" from your constituents.

To [illegible]. Albar Peña, Elizabeth Keesee, Willie Alire, and all the members of the Bilingual Office in HEW, thank you for showing us the way towards a more pluralistic society.

Finally, to all of you participants, community members, children, and all of you who had something to do with the success of the BABEL Career Opportunity Program, thank you for showing that there is a place "under the sun" for everyone.

INTRODUCTION

The Bay Area Bilingual Education League (BABEL) is a five district consortium joining forces to confront the need for bilingual education. The districts are: Berkeley, Oakland, Richmond, Jefferson Union High School District, and Jefferson Elementary School District in Daly City. Grade levels include pre-kindergarten through high school.

The particular orientation of the BABEL program makes it necessary to incorporate teacher and instructional assistant training. This training ranges from teaching techniques and methodology to cultural awareness. Additionally, BABEL provides a career opportunity program for all of the personnel teaching in bilingual classrooms throughout the Bay Area of California. All of the teaching participants are bilingual; either Spanish/English or Chinese/English. While all of the bilingual teachers possess a teaching credential and an equivalency of five years of college, BABEL provides an opportunity to bilingual community members having zero years of college or beyond. These trainees assist bilingual teachers in classroom instruction while they attend college coursework and inservice training provided by the BABEL Coordinator of Higher Education.

BABEL also addressed itself to the need for bilingual auditors and evaluators by providing the first Master Degree program in the nation for Bilingual Audit and Evaluation. By January 1973, ten bilingual evaluators were available to evaluate bilingual programs in the nation, rather than

having monolingual evaluators monitoring bilingual programs.

Another area of grave concern to the Chicano and Chinese communities has been the lack of bilingual counselors to program their children into career opportunity courses, rather than "dead-end" jobs. BABEL trained ten bilingual guidance and counseling participants towards a Master Degree program to meet this particular concern.

With the advent of bilingual education came a need for researchers and highly skilled professionals in psycho-linguistics, socio-cultural specialists, bilingual curriculum specialists, bilingual early childhood specialists, etc. BABEL established a highly skilled Ph.D. (Doctorate) program through Stanford University in California.

To summarize, BABEL has a career opportunity which extends from zero years of education to a highly sophisticated, skilled doctorate program for bilingual members of the community.

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RECRUITMENT AND SELECTION

Recruitment

1. High Priority Criteria for Recruiting.

   1.1 Personal Qualifications:
   - -Must be bilingual (Spanish/English, Chinese/English)
   - -Physically able to perform.
   - -Ability to communicate with children and professional staff.
   - -High level of motivation.
   - -Genuine desire to serve the community.
   - -Willingness to pursue further education.
   - -Desire to be a professional educator.
   - -Ethnic Mix--Participants must be fully representative of the target population being served, i.e., Chicano, Black, Asian, Native American.

   1.2 Residence:

   - -Living in the immediate community.

2. Additional Criteria.

   - -Age--the minimum age is 18, and the maximum 55.
   - -Previous Education--participants will be recruited from candidates who demonstrate a desire for continuing their education.
   - -For credentialing and graduate programs, participants must possess a Bachelors Degree.

Selection:

Selection will be made by a Screening Committee consisting of:

1. Community representation.
2. Bilingual teachers.
3. BABEL administrators.

Applicants will be rated on the following criteria:

1. Response to questions (bilingual).
2. Willingness to pursue education.
3. Desire to serve community.
4. High level of motivation.
5. Willingness to work with children.
6. Expression of a certain skill in a curricular area.

CAREER LATTICE

BABEL provides a Career Lattice plan which includes both experience and academic training necessary to qualify for each teaching position. Cooperating institutions of higher learning admit and grant credit for courses which count towards a degree. For the participants beginning in college, credit from community colleges is granted which will be transferable to a 4-year institution later.

All coursework requirements of each aide are closely coordinated with the academic counselors, advisors, and admission personnel in each of the institutions of higher learning. Later, program participants undergo their academic coursework at institutions close to their work.

Career Lattice

LEVEL V	A.B. + Credential	Teacher
LEVEL IV	A.B. Degree	Teacher Intern
LEVEL III	A.A. Degree or 64 Units	Teacher Associate
LEVEL II	32 Units	Teacher Assistant
LEVEL I	0-College Units	Teacher Aide

Participating Institutions of Higher Education

Laney College (A.A. Degree)

St. Mary's College (Teacher Credentialing)

University of California, Hayward (Master Degree)

San Francisco State College (A.A. Degree)

Mills College (B.A. Degree)

Stanford University (Ph.D. Program)

University of California, Berkeley Extension (Credentialing)

Merritt College (A.A. Degree)

Skyline College (A.A. Degree)

--*-*-*-*-*

LEVEL I: Trainees having 0 college units are placed on this Level.

Trainee positions in Level I are titled Aides.

Upon successful completion of 32 transferable college units,* and successful work experience, they then proceed to Level II.

LEVEL II: Trainees entering this Level must have obtained 32 transferable college units* and maintained successful work experience. Trainee positions in Level II are titled Assistants.

LEVEL III: Trainees entering this level must have obtained an A.A. Degree and maintained successful work experience. Trainee positions in Level III are titled Associates.

LEVEL IV: Trainees entering this Level must have obtained an A.B. Degree and maintained successful work experience. Trainees shall be titled as Interns.

LEVEL V: Refer to School District Certificated Salary Schedule, Step I, Range I.

*Transferable College Units are those units that must meet G.E. requirements. Coursework having equivalent coursework at the university and state college institutions.

Position: Teacher Aide Level I

Supervision: The services of the teacher aide shall be directly supervised by a regular classroom teacher. Supervision will also be coordinated with district and other designated staff.

General Description of Duties:

1. Plan and assist the teacher during instructional classroom activity.

2. Assist teacher, school and community in all related educational areas.

3. Assume child supervision responsibility and assist in the instructional program under teacher direction.

4. Observe curriculum operations.

5. Become aware of instruction within the classroom.

6. Assist teacher in making daily lesson plans.

7. Be able to diagnose and prescribe educational programs for children under the direction of the teacher.

Educational Requirements:

Must be working towards a high school equivalency diploma, A.A. degree, Bachelors degree or begin work towards same.

Experience: Must be truly bilingual in English/Spanish or English/Chinese and bicultural.

Position: Teacher Assistant Level II

Supervision: The services of the teacher assistant is directly supervised by a regular classroom teacher. Supervision is also coordinated with district and other designated staff personnel.

General Description of Duties:

1. Assist the teacher during instructional classroom activity.
2. Assist teacher, school, and community in all related educational areas.
3. Assume child supervision responsibility and the instructional program under teacher direction.
4. Observe curriculum operation.
5. Become aware of interaction within the classroom.
6. Assist teacher in making daily lesson plans.
7. Become familiar with the curriculum.
8. Assume greater responsibility in working with children, individually and in groups.

Educational Requirements:

32 semester hours of college coursework.

Experience:

Must be truly bilingual in English/Spanish or Chinese/English and bicultural

Position: Teacher Associate Level III

Supervision: The services of the teacher associate are directly supervised by a regular classroom teacher. Supervision is coordinated with district and other designated personnel.

General Description of Duties:

1. Assist the teacher during instructional classroom activity.
2. Assist teacher, school, and community in all related educational areas.
3. Assume child supervision responsibility and assist in the instructional program under teacher direction.
4. Observe curriculum operation.
5. Become aware of interaction within the classroom.
6. Assist teacher in making daily lesson plans.
7. Become familiar with the curriculum.
8. Assume greater responsibility in working with children, individually and in groups.
9. Be involved with the teacher in all educational planning.
10. Assist the teacher in all areas of classroom activity.
11. Be involved in program evaluation with the teacher.

12. Assume supervisory responsibilities in the limited absence of the teacher.

13. Assume other general supervisory duties.

Educational Requirements:

Must possess an A.A. Degree.

Experience:

Must be truly bilingual in English/Spanish or English/Chinese and bicultural.

Position: Teacher Intern Level IV

Supervision: The services of the teacher intern are directly supervised by the regular classroom teacher. Supervision is also coordinated with district and other designated staff.

General Description of Duties:

See Teacher Assistant's 1-13

14. Give assistance in the diagnosis of the students' strengths and weaknesses.

15. Plan lessons for individuals to meet their needs.

16. Evaluate children's progress toward stated goals and perform other related duties.

Educational Requirements:

An A.B. Degree.

Experience:

Must be truly bilingual in English/Spanish or English/Chinese and bicultural.

Position: Bilingual Teacher Level V

General Description of Duties:

1. Is responsible for managing and organizing the bilingual classroom as written in the Title VII project and approved by the advisory committee.

2. Will work with and supervise the paraprofessionals assigned to the project classroom.

3. Will attend inservice training sessions and workshops and assist in materials acquisition and development.

4. Will teach content areas in Spanish and English.

5. Will work closely with the project families and make home visits.

6. Will hold parent conferences in Spanish and English.

7. Will work closely with the School Community Worker to strengthen home-school relations.

8. Will work in cooperation with the project director to make necessary program adjustments.

Knowledges, Skills, Abilities, and Personal Characteristics:

1. Must be bilingual and bicultural.

2. Shall have the ability to teach content areas in English and Spanish.

3. Shall have knowledge of and a commitment to bilingual education.

4. Shall have knowledge and appreciation of white, black, Spanish, and other cultures.

5. Shall have skills in interpersonal relations with children and the school community.

6. Shall demonstrate personal warmth, be accepting, and committed to the welfare of all children.

7. Shall be innovative, open to change, and be highly motivated to work on professional self-improvement.

8. Must be able to work cooperatively with team members.

Educational Requirements:

Shall have a B.A. Degree and a Standard Teaching Credential. (Elem/Sec)

Experience:

Shall have some experience teaching in a bilingual situation, English-As-a-Second Language, or Spanish As a Foreign Language.

COLLEGE TRAINING/EDUCATION

Academic Year Requirement -- Community College
1st, 2nd year

A. Minimum Requirements

1. Completion of 13 semester units per semester during both fall and spring semester with approval of counselor and supervisor.

2. Completion of 6 units per summer semester.

B. Specifications

-- All students are required to complete successfully (with at least a 2.0 grade point average) 13 semester units during the fall semester, 13 units during the spring semester, and 6 during summer semester.

-- Within an academic year, he must fulfill the minimum requirements of attaining a minimum of 32 transferable semester units.

Academic Year Requirement -- State College or University
3rd - 4th year

A. Minimum Requirements

1. Completion of 12 quarter units per quarter for each of the 4 quarters within an academic year with approval of counselor and supervisor.

2. Completion of 6 units per summer quarter.

B. Specifications

-- All students are required to successfully complete (with at least a 2.0 grade point average) 12 quarter units in an academic year.

-- Within an academic year he must fulfill the minimum requirements of attaining a minimum of 54 quarter units.

Academic Year Requirement -- St. Mary's College
5th year Intern Program

A. Minimum Requirements

1. Completion of 15-18 semester units per semester during both fall and spring semester with approval of counselor and supervisor.

2. Completion of 6 semester units per summer semester.

B. Specifications

-- All students are required to complete successfully (with at least a 3.0 grade point average) 15-18 semester units during the fall, 15-18 semester units during the spring, and 6 during the summer session.

-- Within an academic year, he must fulfill the minimum requirements of attaining a minimum of 30-36 units.

College Training for Bilingual Instructional Assistants

The following college training for Bilingual Instructional Assistants is currently on-going at Laney College. This training is aimed specifically at developing job competencies as required on various levels of the Career Lattice.

Through a cooperative effort which involved school districts, training institutions, and community, an educational program was designed. The program objectives include: 1) improving the individual's skills and competencies in the position he is now holding; 2) qualifying the person for the next position on the career lattice; and 3) providing an education that counts towards a college degree and certification requirements for teachers.

An orientation program has been designed to include the participating paraprofessionals, teachers, and administrators for the five school districts. The individual schools will conduct an orientation program and the participants will also be a part of the district orientation program.

CURRICULUM:

Bilingual Instructional Aide Practicum	6
Seminar (Workshop)	2
Introduction to Bilingual Instructional Aide A	3
Electives	2-4
	13-15
Bilingual Instructional Aide Practicum	6
Seminar (Workshop)	2
Instructional Aide B- Interpersonal Behavior	3
Electives	2-4
	13-15
Bilingual Instructional Aide Practicum	6
Seminar (Workshop)	2
Instructional Aide C- Tutoring in Bilingual Learning Skills	3
Electives	2-4
	13-15
Bilingual Instructional Aide Practicum	6
Seminar (Workshop)	2
Instructional Aide-D Instructional Media	3
Electives	2-4
	13-15
TOTAL.....	52-60

COURSE DESCRIPTIONS:

Bilingual Instructional Aide Program

Supervised field experience for instructional aides. Three one-hour lectures and 30 hours of field work per week. Lectures, conferences, and workshops on diagnostic and prescriptive teaching techniques, teaching beginning reading and mathematics in English and Spanish (bilingual education). Workshops on techniques and methods of bilingual education, bilingual curriculum materials, teaching through music, linguistic differences and bilingual materials development. Seminars, conferences, and supervised teaching in diagnostic and prescriptive techniques, team teaching approach, peer teaching and small group learning, bicultural activities (music, arts and crafts, and ethnic customs). Teaching and development of Spanish and English materials. Instructors: B. Roberto Cruz, Ph.D.
Minerva Limon (Mrs.)

Introduction to Bilingual Instructional Aide A

The role and responsibilities of the Bilingual Instructional Aide as auxiliary personnel in a school district; survey of the philosophy of the use of Instructional Aides; description of program and procedures in utilizing assistants to the certificated teacher; familiarity with the legal requirements of the California State Program; and job opportunities and qualifications required. The student will basically comprehend classroom procedures and will have professional attitude toward the school and its work. He (she) will

basically understand and have empathy for children of varied backgrounds and needs. The student will learn how to establish rapport with teachers wishing to have the services of an Instructional Aide.

Instructional Aide B, Interpersonal Behavior

Survey of psychological principles of human behavior, with emphasis upon learning, motivation and perception; ethnic and attendant considerations; effective oral communications; and basic concepts of the day-to-day inter-relationships between humans. The students will know how others react to given stimuli and thus appreciate and employ the techniques of preventing as well as counteracting any overreaction. He(she) will be able to understand the relationship which cause friction between people, and will be able to effectively communicate. He (she) will know how to get along with people, and how to ease the strain of everyday life.

Instructional Aide C, Tutoring in Bilingual Learning Skills

Experience in various techniques used in reading; oral communication (including non-English speaking children); writing; and mathematical skills to enable the paraprofessional to work effectively with elementary and secondary school pupils. The student will understand the basic motivations of children and will be able to apply this knowledge in an effective manner with them. He (she) will learn techniques to assist children in mastering certain material which has been assigned.

Instructional Aide D, Instructional Media

Basic skills required in audio visual equipment operatión; reproduction of materials; fundamental library research; bulletin boards and display layouts; and overall coordination. The student will be able to assist the teacher in the arrangement of materials for class and performance of the everyday duties involved. He will be able to assist in the preparation and arrangement of bulletin boards and display case material. He will understand the care and operation of all standard audio-visual equipment. He will know how to reproduce ditto and mimeograph material.

SEMINARS----WORKSHOPS

Language Arts

A consideration of materials and methods employed in teaching, reading, and oral and written language, spelling, and handwriting. Includes the use of audio-visual aids in these areas.

Elementary Science

Intent of the seminar is to examine the purposes, content, organization, instructional materials and evaluation of science in the school curriculum. This would include practical suggestions for developing materials appropriate for use with bilingual, bicultural students.

Music

The five major classifications of elementary music are covered: singing, rhythms, listening, creative, and instrumental, as well as analysis of song books and recordings suitable for elementary grades.

Art

Emphasis is placed on art as an essential part of any sound curriculum. The course is planned as a practical preparation in classroom methodology and techniques with work in appropriate media, examples of significant children's work, and a project by the student to be presented in class.

Motor Development

Seminar will include a study of the theories of perceptual motor learning and practical experience in appropriate activities geared to the elementary school level.

Social Science

This seminar considers appropriate matter of elementary school social studies, and methods and materials which are calculated to develop social concepts that are vivid and true to life.

The fifth year of training is offered through Saint Mary's College of California. This fifth year includes professional courses in education, supervised teaching, and continuing study in other academic subjects. The purpose of this program is to provide a context in which each student may develop an effective, well-reasoned philosophy and teaching strategies.

BABEL INTERN PROGRAM --- 5th year SECONDARY INTERNS

OUTLINE OF COURSES

Foundations of Education: 7 units

This two semester course consists of a review and analysis of some moral, social, psychological, and political problems facing western man, insofar as they affect schools.

During the 1st semester, students will examine analysis of life in technological societies. During the 2nd semester, students will examine and evaluate the major ideologies, theories, and movements developed in the schools in response to the aforementioned problems.

Instructor: Robert Terrell

Secondary Curriculum and Instruction In the Major and Minor: 4 units

An examination of curriculum materials and instructional approaches currently used in secondary schools.

Instructor: Mr. Ernest Ribera

Supervised Teaching In the Secondary School: 8 units

This is an in-depth, multi-level experience in the public schools beginning in September to coincide with the calendar of the public schools. Study of the curriculum, instructional procedures and related teaching materials of specific

subject-matter areas, with particular emphasis for the teaching of bicultural, bilingual students to be pursued concurrently with a full-time secondary school teaching assignment under university supervision.

Instructor: Dr. B. Roberto Cruz

Multi-Media Course — 2 units

Interpretation and application of Audio-Visual materials and equipment in classroom teaching and learning. Participants will operate tape recorders, film strip and film projectors, video tape equipment, and slide projectors.

Instructor: William Wagner

Independent Study: — 6 units

To be arranged.

*Advanced Composition for Teachers — 3 units

An advanced composition course for secondary teachers designed to satisfy the composition requirement of the State Department of Education. Teacher will examine and practice, through their own writing, a wide range of composition practices possible in the elementary, junior high and senior high school classroom.

Instructor: Mr. James Gray

TOTAL..30 units

*Only those interns who have not yet completed 3 units in an Upper-division English composition course are required to complete this course.

BABEL INTERN PROGRAM -- 5th year ELEMENTARY INTERNS

OUTLINE OF COURSES

Foundations of Education: 7 units

This two semester course consists of a review and analysis of some moral, social, psychological, and political problems facing western man, insofar as they affect schools.

During the 1st semester, students will examine analysis of life in technological societies. During the 2nd semester, students will examine and evaluate the major ideologies, theories, and movements developed in the schools in response to the aforementioned problems.

Instructor: Robert Terrell

Curriculum and Instructional Procedures and Materials Used in the Elementary Schools: 4 units

A comprehensive course in general elementary school methods including an examination of curriculum from the fields of arithmetic, language arts, social sciences, science, and the humanities.

Instructor: Mrs. Minerva Limon

Language Arts-Seminar 1 unit

A consideration of materials and methods employed in teaching, reading, and oral and written language, spelling, and handwriting. Includes the use of audio-visual aids in these areas.

Elementary Science-Seminar 1 unit

Intent of the course is to examine the purposes, content, organization, instructional materials, and evaluation of science in the elementary school curriculum. This would include practical suggestions for developing materials appropriate for use with bilingual, bicultural students.

Music-Seminar 1 unit

The five major classifications of elementary music are covered: singing, rhythms, listening, creative, and instrumental, as well as analysis of song books and recordings suitable for elementary grades.

Art-Seminar 1 unit

Emphasis is placed on art as an essential of any sound curriculum. The course is planned as a practical preparation in classroom methodology and techniques with work in appropriate media, examples of significant children's work, and a project by the student to be present in class.

Motor-Develcpment-Seminar 1 unit

Course will include a study of the theories of perceptual motor learning and practical experience in appropriate activities geared to the elementary school level.

Social Science-Seminar 1 unit

This course considers appropriate matter of elementary school social studies, and methods and materials which are calculated to develop social concepts that are vivid and true to life.

The Teaching of Reading: 3 units

A course examining the methods of reading instruction, including the phonics method.

Instructor: Mrs. Joan Cheifetz

Multi-Media Course 2 units

Interpretation and application of Audio-Visual materials and equipment in classroom teaching and learning. Participants will operate tape recorders, film strip and film projectors, video tape equipment, and slide projectors.

Instructor: William Wagner

Supervised Teaching In the Elementary School: 8 units

This is an in-depth, multi-level experience in the public schools beginning in September to coincide with the calendar of the public schools. Study of the curriculum, instructional procedures and related teaching materials of specific subject matter areas, with particular emphasis for the teaching of bilingual, bicultural

students to be pursued concurrently with a full-time elementary school teaching assignment under University supervision.

Instructor: Dr. B. Roberto Cruz

*Advanced Composition for Teachers 3 units

An advanced composition course for elementary teachers designed to satisfy the composition requirement of the State Department of Education. Teachers will examine and practice, through their own writing, a wide range of composition practices possible in the elementary classroom.

Instructor: Mr. James Gray

TOTAL....36 units

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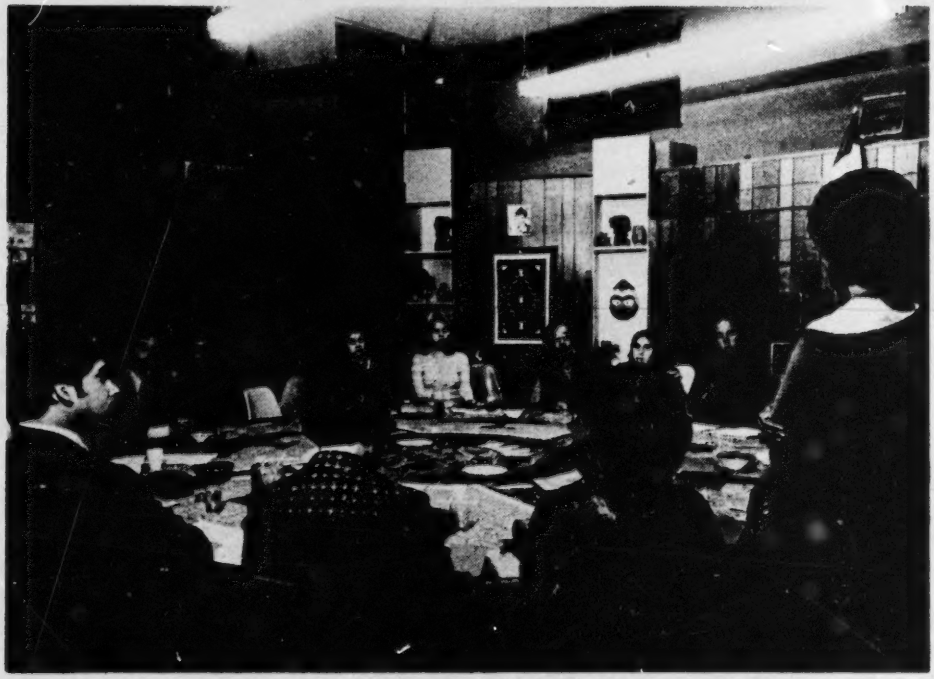
*Only those interns who have not yet completed 3 units in an Upper-division English composition course are required to complete this course.

AUXILARY TRAINING

Masters Degree - Bilingual Counseling Program

The BABEL Counseling Program developed bilingual graduate students with Counseling skills and competencies. The three-quarter program culminated in a Masters' of Science Degree in Counseling with a specialization in school counseling from California State University, Hayward.

The Masters' of Science Degree in Counseling made each of the students eligible for the State of California Internship Credential in Counseling.



Masters Degree - Bilingual Audit and Evaluation Program

The BABEL EDVAL program developed bilingual graduate students with skills and competencies necessary to carry out the role of project evaluators in different settings. A graduate of the program could be expected to operate in a number of educational positions such as teacher, counselor, administrator, project evaluator, project auditor, or research consultant.

The three quarter program included district experience in project involvement and evaluation. The program culminated in a Masters' of Science Degree in Educational Audit and Evaluation from California State University, Hayward.

The EDVAL Program is the first of its kind in the country, which will service the bilingual communities and the bilingual programs in the United States.

An intensive experimental training was conducted in Washington, D.C., and the University of Virginia for four weeks. For the first two weeks, the EDVAL students were assigned to work directly in the Department of Health, Education, and Welfare, gaining experience in the Office of Civil Rights, Early Childhood Education, Bilingual Education, Career Opportunities Program, and the Office of Spanish Surnamed Citizens.

During the second two weeks, the interns attended advanced seminars and study under Dr. Mel Provost, who directs the Center for Research and Evaluation at the University of Virginia.

Bilingual Methodologies Institute

BABEL sponsored a Bilingual Methodologies Institute which was a combined effort to meet the needs of bilingual teachers and teacher assistants in the classroom. The institute covered individual subject matter to classroom management.

The institute consisted of three major components:

1) Elementary Component:

   Workshops addressed itself to the problems teachers on the elementary grade level were facing. Spanish/English

2) Secondary Component:

   Workshops addressed itself to the problems on the high school level. Spanish/English

3) Chinese Component:

   Focus on Chinese/English instruction.

The Methodologies Brochure is available upon request.

In-Service Training

Realizing the need for competency within the teaching staff, BABEL has established on-going in-service training held throughout the school year. All curricular aspects of Bilingual Education from individual subject matter to classroom management are covered.

In order to provide effective and meaningful training, weaknesses are assessed. Workshops are then planned to strengthen weak areas, and prepare them to handle classroom problems as they arise.

Teachers are also trained in teacher and teacher assistant relationships. Finally, teachers are also trained in the use of the BABEL Media Center as a tool to enhance learning for bilingual children.

Bilingual Ph.D. Program

A new program for BABEL is the predoctoral fellowship program in bilingual/bicultural education. The graduate degree program is being offered through Stanford University commencing the Spring semester (1973).

This program provides graduate fellowships to bilingual/bicultural students who doctoral research plans relate in a meaningful and significant manner to the educational concerns and needs of BABEL and the Spanish-speaking population of the United States.

The fellowship awards are designed to support doctoral research which devotes itself to empirical study to the following areas:

1) Psycho and Socio-Linguistics

2) Early Childhood

3) Measurement and Evaluation

4) Educational Communications Technology

Supervisor of Instruction

The Supervisors of Instruction are responsible for supervision of participants in the Career Lattice Training Program and teacher training program.

Each district has one Supervisor of Instruction who directs and supervises the activities of teachers, teacher interns, and teacher assistants. They also develop innovative and creative teaching techniques which teachers can implement in the classroom. Supervisors also instruct trainees in the most recent techniques and methods of teaching.

BABEL CENTRAL STAFF

Dr. Roberto Cruz	Director
Eduardo Apodaca	Associate Director
Ruddie Irizarry	Coordinator, Testing and Evaluation
Francyn Rosenberg	Coordinator, Staff Development
Julia Nieto	Coordinator, Higher Education
José Luis Orozco	Coordinator, Community Affairs
William Wagner	Coordinator, Media Center
Minerva Limón	Coordinator, Curriculum Development

DISTRICT STAFF

Bruce Greenlee	Berkeley Administrative Assistant
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Celia La Forge	Coordinator, Jefferson Union H.S.D.
Martha Delfin	Supervisor of Instruction, JUHSD
Carlos González	Coordinator, Oakland
Sam Cohen	Supervisor of Instruction, Oakland
Irene Hightower	Coordinator, Richmond
María González	Supervisor of Instruction, Richmond
Lori Tom	Chinese Component, Supervisor of Instruction